

DOCUMENT RESUME

ED 349 277

SP 033 975

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TITLE The Role of the Dean: Fostering Teaching as
Scholarship in the School of Education Learning
Community.
PUB DATE 26 Feb 92
NOTE 11p.; Paper presented at the Annual Meeting of the
American Association of Colleges for Teacher
Education (San Antonio, TX, February 25-28, 1992).
PUB TYPE Speeches/Conference Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Deans; Higher Education; Institutional
Role; *Leadership Responsibility; *Organizational
Change; *Participative Decision Making; *Schools of
Education; Teacher Education Programs; Vertical
Organization
IDENTIFIERS *Indiana State University; Reform Efforts

ABSTRACT

Expectations for leaders in colleges of education are changing as are expectations for leaders in public schools and business. The traditional hierarchical model is being transformed into an organizational climate of teamwork and shared decision making, which have become the watchwords for organizational climate and change. In accord with these changes, deans of colleges of education must find new structures and strategies for enhancing teaching and scholarship through dialogue and demonstrations of teaching and learning. This paper addresses the role of the dean at Indiana State University's School of Education with respect to: (1) application of the principles and findings from cognitive learning theorists, who argue that knowledge is constructed, not transmitted; (2) the active engagement of learners in their own learning through team and group interaction; and (3) creating a climate and environment where teaching, learning, and scholarship are intertwined. Practices and skills emerging at Indiana State University are outlined and include: new structures to increase participation, interaction, and dialogue; new goals, roles, and values for teacher educators; new environments to support faculty professional interchange, growth, and development; and reform of the culture and role of higher education while simultaneously linking that reform to changing the culture of public schools. (LL)

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**The Role of the Dean: Fostering Teaching as Scholarship in the
School of Education Learning Community**

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**A paper presented in a symposium at the annual meeting of the
Association of American Colleges of Teacher Education
San Antonio, Texas, February 26, 1992**

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February 1992

The Role of the Dean: Fostering Teaching as Scholarship
in the School of Education Learning Community

Expectations for leaders in Colleges of Education are changing much like expectations are changing for leader-counterparts in public schools and business. No longer does the old style, hierarchial, traditional university model fit in today's world where teamwork and shared decision-making have become the watchwords for organizational climate and change. Effective principals are becoming instructional leaders for and with school faculty. Teachers, no longer remaining isolated in classrooms, are growing as professionals by learning and teaching in groups with their peers and students. Business CEOs are recognizing that when more people have input in decision-making, ownership and responsibility for a better finished product are increased.

So, too, Deans of Colleges of Education must find new structures and strategies for enhancing teaching and scholarship. Because the dean sets the tone for the unit, faculty-administrative interaction must demonstrate innovative practice. To this end, traditional top-down leadership must be transformed through lively dialogue and demonstrations of our own teaching and learning.

How does a dean of a School of Education apply the principles and findings from cognitive-learning theorists which argue that knowledge is constructed not transmitted, that learners must be

actively engaged in their own learning, and that learning can be significantly enhanced through team and group interaction rather than individuals working alone? How does a dean help create a climate and environments where teaching, learning, and scholarship are seamlessly intertwined, and no longer seen as discrete pieces?

New forms of leadership in teacher education mean reforming the culture and the role of higher education and simultaneously linking that reform to changing the culture of public schools. Reforming the role and culture of teacher education means the development of new values, new norms, new skills, new practices and new structures for all of us as teacher educators. To do this, we must collaborate to impact the culture of the school and the profession of teaching. Michael Fullen argues that "the workplace, the school, itself is the key. Reform cannot be accomplished without working at school sites." The result of this systematic, comprehensive change is the welding of individual and institutional renewal.

Fullen quotes Goodlad (1990): "Renewal--whether of ponds, gardens, people, or institutions--is an internal process, whatever the external concerns and stimulants. It requires motivation, dedication, systematic and systemic evolution, and time." Fullen advises us to assume that changing the culture of the institution is the real agenda, not implementing single innovations. We must pay attention to whether the institution is developing or not.

First, as deans, we must become experts in the change process. We need to understand it and help our faculties and our colleagues in public schools understand it. We need to work at both the

"what" it is that needs to undergo change and the "how" or the process used in bringing change about. We must create, take responsibility and empower ourselves and others in "a new ethos of innovation--one that has the ability to permit and stimulate individual responsibility, and to engage collectively in continuous initiative, thereby preempting the imposition of change from the outside" (Fullen, 1991, p. 353). Fullen uses the term "positive politics" and cites Peter Block, author of The Empowered Manager, (1987),

. . . each encounter provides opportunity to support autonomy and to create an organization of our own choosing. It requires viewing ourselves as the primary instrument for changing the culture . . . If we wait until top management gives leadership to the change we want to see, we miss the point. For us to have any hope that our own preferred future will come to pass, we provide the leadership. We hope that the world around us supports our vision, but even if it doesn't, we will act on that vision. Leadership is the process of translating intentions into reality. (Fullen, 1991, p. 347)

Second, as deans, we play a critical role in building a vision, among and with all of the constituent groups, about what the college and the school could look like if the change were brought about. Miles (1987) suggests that vision building has two dimensions: (1) that there is a sharable and shared vision of what the school could look like, including the direction and drawing power for change and the criteria for steering and choosing; and (2) that there is a shared vision of the change process, a general game plan for getting there. The more complex the reform, the strategies for building a shared vision have to reflect a broader agenda.

Again, cognitive learning principles serve as a guide. The people who are involved in or affected by educational change need

to make sense of what they and others are doing. They need to construct, to work out, their own meaning of the change and how it relates to them. The problem of meaning is central to making sense of educational change. And so, we need to help create a vision, a more coherent picture, that people who are involved can use to make sense of what they and others are doing. In order to achieve greater meaning, we must come to understand both the parts of the picture and the whole picture. Individuals are the parts, and individuals at all levels must be afforded ways to work out and construct their own meaning of what the change is about. At the same time, leaders must recognize change is a socio-political process and we must construct and help others construct and understand the larger picture of what the change could mean for all. The proposed change is a moving and changing target and we are playing out the process in social settings. Solutions will come from the development of shared meanings.

Strategies for vision building suggested by Anderson and Cox (1987) include

- be open to different views and perspectives. Planners/decision-makers must become aware of the situations potential implementers are facing. Planning fails when planners introduce changes without providing a means to identify and confront the situational constraints and without attempting to understand the values, ideas, and experiences of those who are essential for implementing any change. (S. Sarason, 1971)
- maintain a core of well-regarded and capable people to keep synthesizing and articulating the evolving view of the system.
- as much as possible allow for direct experience with the elements of change (don't let people become passive observers)

- broaden the number of people aware of and committed to the change through communicating about it.
- build credibility through the use of symbols and public dialogue.
- broaden political support.
- find ways to dampen opposition.

Three, the role of the dean during planning and implementation phases once again, is important and difficult. Louis and Miles (1990) suggest that initiative can come from many sources, but when it comes to implementation, "power-sharing" is crucial. They suggest

- support and stimulate initiative-taking by others.
- set up cross-hierarchical steering groups consisting of university and public school faculty and administrators, and possibly parents and students.
- delegate authority and resources to the steering groups.
- develop collaborative work cultures to reduce professional isolation of teachers and teacher educators, to raise morale and enthusiasm, to open doors to experimentation and increased sense of efficacy.
- constant communication and joint work provide the continuous pressure and support necessary for getting things done (Fullen, p. 84). Peters and Waterman (1982) believe that joint work cultures create feelings of being needed and produce high expectations from peers which in turn provides incentive to perform well.

The leadership skills necessary for today's educational leaders are difficult. For example, we need to give up power without losing control, we need to take active initiative without shutting out others, we need to support others' initiative without

becoming patronizing and we need to extend involvement and influence to clients, including public school personnel, students, parents, and community representatives.

In our own School of Education, new practices, new skills and new structures based on new values are emerging which may serve as indicators that we are taking seriously the premises outlined above necessary for comprehensive change.

Indicators

1. New structures to increase participation, interaction, and dialogue
 - SOE Leadership Council
 - Faculty meetings include process approaches to engage and involve all faculty in thinking and planning for the School
 - Task Force to increase computers and high technology equipment and use in the SOE; staff development and program integration are integral parts
 - Professional Development Schools Planning for a Plan Group
 - Minority Student Recruitment and Retention Committee
 - Forums for faculty and students to talk about teaching, learning, and related scholarship currently in the SOE
 - Staff development for 20 key faculty and administrators in facilitating public school reform (which results in simultaneous teacher education reform)
2. New goals, roles and values for teacher educators
 - The PDS commitment alters the traditional value structure on which faculty have been rewarded. New commitments for faculty working in schools with undergraduates, public school faculty and their students means finding resources to help faculty move toward these goals and rewarding them for achieving them. Faculty must be rewarded and given time to work at school restructuring sites where the optimum conditions for preparing teachers may be

developed. The collaborative inquiry and research which ensues must be prized by the university and rewarded accordingly.

3. New environments to support faculty professional interchange, growth and development
 - Emphasize and promote the work of the School, its faculty and students throughout the building (i.e., photos, logos, signs, displays of faculty and student scholarly works and projects, changing sign boxes telling what's "now playing" and "coming soon" in the SOE, etc.)
 - Create inviting environments where professional exchange and dialogue are encouraged (i.e., conversational areas, conference and meeting rooms, etc.)
 - Have available, demonstrate and use state-of-the-art teaching and learning high tech equipment

As Fullen suggests, change is difficult, riddled with dilemmas and paradoxes, ambivalence

- It combines steps that do not go together:
 1. to have a clear vision and be open-minded
 2. to take initiative and empower others
 3. to provide support and pressure--people need both pressure and support
 4. to start small and think big
 5. to expect results and be patient and persistent--takes time (5 years)
 6. to have a plan and be flexible
 7. to use top-down to bottom-up strategies
 8. to experience uncertainty and satisfaction
 9. educational change is above all a personal experience in a social setting

There are no short-cuts and no substitute for directly engaging in improvement projects without others. Like most complex endeavors, in order to get better at change we have to practice it on purpose (Fullen, p. 350).

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